

Wings on the Wind

Spreading the Word

Post-Visit Lesson Plans, Grade Level(s): 4-8

Subject(s):

Science

English-Language Arts

(Standards listed in Appendix A)



Materials:

Supplied by park: Pictures for data sheets, staplers and poster board

Supplied by school: Pens, pencils or markers

Objectives:

1. Through cooperative learning and discussion, students will be able to choose and describe appropriate condor habitat, food, and threats as demonstrated by written narratives and pictures students choose for their Condor Lab Book.
2. Students will educate their peers, teachers, other students, parents and siblings about the plight of the California condor. This will be demonstrated by posters, songs and jingles the students create.
3. Through research, students will compare the similarities and differences of the plight of other threatened or endangered species to that of the California condor. This will be demonstrated by the student's research report, including supporting materials.
4. ***Schools with Internet access and the ability to host web pages:*** Students will educate their peers, teachers, other students, parents, siblings, community members, and others from around the world about California Condors, other endangered species and the role people play in their survival. This will be demonstrated by posting their research paper to the World Wide Web.

Overview:

By this time, students have been exposed not only to the definitions of threatened, endangered, and extinct but are familiar with animals experiencing these situations globally as well as locally. Students have seen, heard and felt the environment in which at least one endangered species lives, the California condor. In this lesson students will continue their discussion regarding what makes habitat good or bad, what constitutes a desirable diet, and the threats that endanger Condor survival. Their understanding will be reinforced by having students create a poster, slogan and/or song/jingle for an advertising campaign persuading people to save the California condor or to educate others on the plight of the condor. Furthermore, this lesson will increase students' knowledge by having them conduct research about a threatened or endangered species and relating its situation to that of the California condor. This information will be compiled into a research paper and ultimately (if the school offers web hosting) posted on the World Wide Web.

Procedure:

Review

Conduct a quick review including: what a California condor looks like, what they eat, their habitat, what kinds of nests they use, and major threats facing their survival.

Activity One: Survival in the Wild

Break students into groups of four and distribute an assortment of pictures labeled “Habitat” to each group. Announce, “When you live in the wild, you must find a place to live”. Have each group discuss which picture best depicts quality condor habitat. Move between groups to answer questions that may arise. Once the groups have chosen a picture most representative of condor habitat, exchange the assortment of pictures for copies of the one the group chose (There should be one picture for every student). Have students attach them to the Habitat box, located on page 10 of their Condor Lab Book. They should also describe, in writing on page 11 under Habitat, the qualities that lead the group to this choice.

Repeat this procedure with the pictures of Food, Nesting Sites, and Major Threats. Each section should take 5 to 7 minutes.

Activity Two: Informational or Advertising Campaign

Individually or in cooperative learning groups, have students create an informational or advertising campaign educating others on the plight of the California condor or persuading others to save it. The students should create a poster, slogan and/or song/jingle for their campaign. The slogan, song and jingle can be presented on the poster or separate sheet of paper. Posters should be neat, have a definite message, look professional and have a good use of space (be balanced).

Activity Three: Research

Have students research and write a report on a threatened or endangered species of students’ choosing. In the report, compare and contrast its plight with that of the California condor. List resources and references used.

Some references that students could use are:

- Encyclopedias
- Encyclopedia Britannica on the web at: <http://www.britannica.com/>
- Endangered species list, US Fish and Wildlife Service at: <http://endangered.fws.gov/wildlife.html#Species>
- The Ventana Wilderness Society: <http://www.ventanaws.org>
- The Peregrine Fund: <http://www.peregrinefund.org/>
- General search engines: <http://www.google.com/> <http://www.excite.com/> <http://www.yahoo.com/>

Schools with Internet access and the ability to host web pages:

Using Netscape Composer, similar web page creation software, or programming in HTML, students will create web pages and post their research papers to the World Wide Web. They may use the [template](#) available on the Park Service’s site or create their own page from scratch. All resources and references should be documented and if pictures are used, permission should be obtained before posting them. Remember to keep picture file size small. To dress up the web pages, there is a [picture gallery](#) available for the students to use at <http://www.nps.gov/pinn/education/webpictures.htm> Please credit all pictures from this page. *(Park Service templates and pictures are not yet available)*

Activity one will take most of the class period. Leave time at the end to explain activities two and three and take the Post-Visit Assessment.

Assessment:

The students will repeat the [Pre-Visit Assessment](#) activity with the [Post-Visit Assessment](#) to see if the objectives have been met. Also, an evaluation of the students' ad campaign, research papers and web pages will serve as active assessment tools.